

ENG 105 INTRO TO LITERATURE: DRAMA

CRN: 26239

Term: Winter 2024

Class Meetings: Tuesdays and Thursdays, 12:00-1:20pm

Location: Cascade 202

ABOUT THE INSTRUCTORS

	Professor	Teaching Assistant
	Mattie Burkert, Associate Professor of English	Sam Stringham, Graduate Teaching Fellow
You can call me:	Professor Burkert or Dr. Burkert	Sam
Office:	235 PLC	269 PLC
Pronouns:	she/they	she/her
Contact Info:	mburkert@uoregon.edu (541) 346-0272	samstr@uoregon.edu

Meeting with Professor Burkert

Office Hours: Wednesdays, 10:30-1:30 in 235 PLC

Booking Link: <https://tinyurl.com/burkert-office-hours>

Students with appointments will receive priority; drop-ins are welcome and will be seen on a first-come, first-serve basis during openings between scheduled appointments. If you are considering dropping in without an appointment, you can use the booking link above to identify gaps in the schedule. If you are unable to meet in person and/or during scheduled office hours, please email mburkert@uoregon.edu to request a remote (Zoom) meeting or a meeting at an alternative time. Appointments outside of office hours typically book up about two weeks in advance, so please plan ahead.

ABOUT THE COURSE

Course Description

This course is an introduction to drama—literature written for performance. We will read and discuss a variety of plays from very different eras, including a murder mystery set in the 1910s (*Trifles*) and a family drama that takes place largely in an Internet chat room (*Water by the Spoonful*). We will interpret these texts as literary works printed on the page, but also as acting texts that have enjoyed long lives on stage and screen. At the center of this course, therefore, will be our attendance at the University Theatre's production of Sophocles' *Antigone*, an ancient Greek tragedy that raises timeless questions about grief, duty, courage, and power.

Core Education Fulfillment

This course is designated as an Arts & Letter Core Education course. At UO, core education is designed to provide a broad, interdisciplinary education that helps students, think critically and creatively, communicate clearly, and reflect ethically. Specifically, in this class, you will learn and practice critical thinking through close reading, analysis, and discussion of selected plays.

You will build skill in written communication through iterative composition and revision of short essays about our shared readings. And you will engage in ethical reflection on the larger ideas these texts raise: what is the role of the individual in society? how do we weigh personal values against the morals of our community, as expressed in law, religion, or political and social institutions? to what extent are our identities shaped by history, by our families, and by our environment, and to what extent do we shape ourselves through our own choices?

Learning Goals

By the end of this course, students will be able to...

- define and use key terms related to the formal features and generic conventions of dramatic literature
- situate dramatic texts within their cultural, political, and historical contexts
- critically analyze the choices directors and performers make when producing a dramatic text for the stage, audio recording, or screen
- use textual evidence and analysis to develop and support original, interpretive arguments about the effects and meanings of plays
- practice drafting, workshopping, and revising written work in several stages and with input from multiple readers
- collaborate effectively in teams

Required Materials

- **Textbook:** The required textbook for this course is *The Seagull Book of Plays*, edited by Joseph Kelly (ISBN: 9780393892970). You are strongly encouraged to buy the hard copy (paperback) rather than the ebook. The list price for a new copy through the Duck Store is \$38.50; used copies are also available at a discount.
- **Supplies:** You will need to purchase at least four green exam booklets (more if your handwriting is on the larger side), available at the Duck Store register for less than a dollar each. You will be asked to print out physical copies of assignment drafts and handouts for class on occasion, so budget some prints for this course.
- **Event:** You are required to attend the University Theatre production of *Antigone* on March 1, 2, 8, 9, or 10. Free tickets are available to students with a valid UO ID, subject to availability. These free tickets are distributed at the door only, beginning one (1) hour prior to show time. Students who wish to reserve specific seats in advance can expect to pay \$8-10 for their ticket. Always check the [University Theatre schedule](#) for up-to-date information about dates, times, and ticket availability for individual shows.

All other readings and course texts (PDFs, audio files, film clips, web sites, etc.) are free to students through Canvas, UO Libraries, the open web, or as Open Educational Resources.

Content Warnings

The readings in this course will deal with challenging topics, including racism, misogyny, ableism, domestic abuse, child neglect, animal cruelty, combat-related PTSD, generational trauma, suicide, and substance use disorders. I will try to flag especially graphic or intense

content in advance so that you can take good care of yourself while engaging with potentially triggering material. If you have individual concerns about specific themes, please communicate those to me over email or in office hours so I can try to create a safer and more supportive learning environment for everyone.

YOUR WORK IN THIS CLASS

This course requires you to keep up with assigned readings, attend all or nearly all class meetings, participate actively in class, and take several written tests. You are expected to be proactive about consulting the course syllabus regularly to stay on top of readings and assignments, to connect with your small group if you have to miss a class session, and to likewise help others in your group catch up if they have to miss a day of class.

Grading

Your assignments in this class add up to 100 possible points. Your final course grade will be calculated based on the total points you have earned out of 100 using the following scale:

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
(+ / mid / -)	(+ / mid / -)	(+ / mid / -)	(+ / mid / -)	(+ / mid / -)
98 / 93 / 90	88 / 83 / 80	78 / 73 / 70	68 / 63 / 60	< 60

Assignments

Tests (80 points)

Quiz 1, Midterm 1, and Midterm 2 will take place in our usual classroom at our regularly scheduled meeting time. The final will be administered at the time and location assigned by the Registrar's Office. All tests will be written in green exam books, which will be submitted in Week 1 for approval and returned to you on the day of the test.

- **Quiz 1 (10 points):** A combination of multiple choice, short-answer, and mini-essay questions on *Trifles* and other introductory material from weeks 1-2
- **Midterm 1 (20 points)**
 - Part I: A combination of multiple choice and short-answer questions on *Fences* and other material from weeks 3-5
 - Part II: An essay question on *Fences*
- **Midterm 2 (20 points)**
 - Part I: A combination of multiple choice and short-answer questions on *WBTS* and other material from weeks 6-7
 - Part II: An essay question on *WBTS*
- **Final Exam (30 points)**
 - Part I: a take-home essay based on revised material from your midterms
 - Part II: a combination of multiple choice and short-answer questions on *Antigone* and other material from weeks 8-10
 - Part III: an essay question on the University Theatre production of *Antigone*

Ongoing engagement (20 points)

- **Surveys (3 points):** Week 1, Week 5, and Week 10 check-ins, 1 point each
- **Green books (2 points):** timely provision of four (4) UO-issued green books in Week 1
- **Group note-taking (5 points):** meaningful contribution to shared notes, especially on the two dates when your group is leading the effort
- **Attendance and participation (10 points):** sustained, active listening/writing/speaking in class discussions and activities throughout the term

COURSE POLICIES

Class Meetings

This is an in-person course: unlike asynchronous online/ASYNCR WEB courses, we will meet at the scheduled class meeting times and location. I will accommodate absences as described in the Attendance policy below. If you need additional flexibility, UO encourages you to consider ASYNCR WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the [Accessible Education Center](#).

Attendance

Students may miss up to four class meetings this term (the equivalent of two weeks of class), regardless of the reason. This means we do not have “excused” or “unexcused” absences. Use your absences with care so they’re there for you if you are sick and need to stay home.

Because in-class work is central to meeting our learning objectives, students who miss more than two weeks of class may fail the course. If challenges come up for you this term around attendance, please contact the Professor and your TA as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

Communicating with the Professor

When I need to get in touch with individual students, I will do so through email. When I need to get in touch with the whole class, I will post an Announcement to Canvas. Announcements can be automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

I enjoy talking with students about our course materials, the English major and the Digital Humanities minor, career choices and professional opportunities, campus happenings and current events that relate to our class, and more. I’m also available to talk about how you’re doing in the class and to strategize about how you can succeed. The best way to have these conversations is in office hours, where I can get to know you as an individual.

For brief questions about course logistics that are not otherwise answered in the syllabus or on Canvas, the best way to reach out is to send me an email or voicemail. **To ensure your message reaches me in a timely fashion, you must use a subject line that begins "ENG 105"** (for example, "ENG 105 Maya Vasquez Meeting Request"). I monitor my email during regular business hours (Monday-Friday, 9-5) and try to respond to messages within two

business days. If you have not received a response after two business days, please follow up with another message and/or in person.

Course Due Dates and Late Work

Major assignments are due on Fridays at 11:59 p.m. Assignment pages close the following Sunday at 11:59 p.m. There is no penalty for using this optional grace period. In most cases, additional extensions will not be possible, given the way the assignments in this course are designed to build on one another. Please be in touch as soon as possible if you think you might need additional flexibility on a deadline due to extraordinary circumstances.

Workload

The workload in this class is calibrated to the [Provost's policy on effort per credit hour](#). The overall amount of time you spend on this class, as well as the distribution of that effort on different kinds of assignments, will fluctuate from week to week; the goal, however, is to move somewhat steadily towards the accumulation of 120 person-hours of work. You can expect to spend approximately 12 hours per week on this course, consisting of roughly:

- 3 hours per week in class
- 5 hours per week reading/viewing the assigned texts and performances
- 4 hours per week completing your assignments and preparing for tests

TECHNOLOGY POLICIES

Technical Requirements

Canvas is the place to go for course information and engagement outside of class time. To access our course Canvas site, log into canvas.uoregon.edu using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

I will make every effort to keep Canvas up-to-date and accurate. If you notice a conflict between the information in the syllabus and that posted to Canvas, or between two different pages on Canvas, please let me know.

Electronic Devices in the Classroom

You may use your phone, tablet, or computer in class to access course readings and materials, take notes, or otherwise support your learning. You may not text message, browse the web, or do work for other courses on your devices during our class sessions. If you are found to be doing so, you will be asked to put your device away for the remainder of the class session. A repeat offense on a subsequent occasion will result in loss of device use privileges in class for the remainder of the term.

If you find the temptation towards distraction overwhelming, consider printing out, buying, or borrowing hard copies of the readings; using pen and paper to take notes; and keeping your

devices turned off and put away during class.

Privacy

The Family Educational Rights and Privacy Act (FERPA) protects educational records from unauthorized release. You are obligated to respect other students' FERPA rights. It is prohibited to repost, republish, or quote from our class discussions on the web or social media, even if names/identities are anonymized, without the express permission of the instructor and your peers. No personally identifiable information, such as street addresses, phone numbers, or email addresses, should be posted on our course sites or shared note-taking document, nor should any discussion of grades. Any such details arising in the course of class discussion should be redacted from any notes, transcriptions, recordings, etc. to protect against unauthorized access.

Intellectual Property

You may not reuse, republish, or remix materials produced by other students in this class; however, you may reuse, republish, or remix documents created by the professor under the appropriate license provided that you adhere to the indicated terms. For example, this syllabus is published under a Creative Commons Attribution-NonCommercial license, meaning you may reuse it in part or in whole provided that you credit the author (Dr. Mattie Burkert) and that you do not sell or make money from the material. **Under no circumstances should you sell or give anything produced in or related to this class to third-party companies like Course Hero, Shmoop, etc.**

Recording of Class Meetings

Students who have AEC accommodations to record or transcribe our class discussions will agree to protect classmates' privacy by following these rules:

- you agree to use only UO-approved and -licensed software;
- you agree to store the resulting files locally on your computer and/or in your UO-licensed cloud storage account; and
- you agree to retain them only for your individual use, as you would handwritten notes.

No student should use freemium software like Otter.AI, Descript, ChatGPT, Bard, etc. to process class recordings or to summarize or synthesize our shared discussion notes. Doing so would essentially constitute selling other students' federally protected, private educational records in exchange for access to a product.

Generative Artificial Intelligence Use

Formal and informal writing submitted for credit toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including AI systems. You may not use AI to help you brainstorm, compose, or edit your assignments. Written work suspected of being AI-generated or plagiarized may be submitted to detection tools to ensure it is human-created and original. In accordance with UO

policy, if your instructors believe you have handed in work created in whole or in part by GenAI tools used without permission, we may submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty.

If you have a specific need or desire to use a GenAI tool for your work in this class (for example, as part of your note-taking workflow), you must speak with the Professor and TA in advance. If permission is given, you will be required to document your use according to guidelines that will be provided.

POLICIES

Access and Accommodations

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students.

In all my courses, I use principles of [Universal Design for Learning](#) to make materials and activities accessible for a wide range of learners. If you encounter barriers to learning in the design of my course or the formatting of my educational materials, I would like to know about that so I can consider changes moving forward.

The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for a variety of disabilities – apparent disabilities, such as a mobility or physical disability, or non apparent disabilities, such as chronic illnesses or psychological disabilities. [If you have or think you have a disability](#) and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

If you do have approved accommodations that you plan to use in this course, please access your AEC Connect portal and request that a notification letter be sent to me as early in the term as possible.

Accommodations for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to your instructors within the first weeks of the course so we can make arrangements in advance.

Your Wellbeing

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus. As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

[University Health Services](#) helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

Academic Integrity

The [University Student Conduct Code](#) defines academic misconduct, which includes using unauthorized help on assignments and examinations, the use of sources without acknowledgment, and recording class without “the express written permission of the instructor(s).” Academic misconduct is prohibited at UO. **I will report all suspected misconduct to the Office of Student Conduct and Community Standards.** If the Office finds a student has committed misconduct, **consequences can include failure of the relevant assignment or of the course.**

While unauthorized help and use of sources without citation is prohibited, learning together and citing sources is crucial! You can find support at the [UO Libraries' Citation Guides research guide](#). If at any point in the term you are unsure about whether a behavior aligns with academic integrity in our course, please contact me.

Reporting Obligations

I am an assisting employee. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#). I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

SCHEDULE

Reminder: always complete assigned readings before class on the corresponding date.

Week 1: Foundations

Tuesday, January 9

- In class:
 - Review the syllabus
 - Complete the intro survey
 - Exchange contact info with your small group members
 - Establish guidelines for shared note-taking

Thursday, January 11

- Note-taking leaders: Group 1
- Prep for class:
 - “What is Drama?”, pp xiii-xvii

- “The Provincetown Players”, pp xxxvii-xxxix
- Bring the required textbook and four (4) green books with your name written clearly on the front
- Review the syllabus and bring any questions about course policies, assignments, or work expectations
- Complete your intro survey, if you did not finish it on Tuesday

Week 2: *Trifles*

Tuesday, January 16

- Note-taking leaders: Group 2
- Prep for class: *Trifles*, pp 231-246

Thursday, January 18

- Note-taking leaders: Group 3
- Prep for class:
 - “Symbolism,” pp xxiv-xxvi
 - Audio production of *Trifles* by L.A. Theatre Works [access from a UO computer or network: [Digital Theatre Plus via UO Libraries](#)]

Week 3: *Trifles*, *Fences*

Tuesday, January 23

- In class: **Quiz 1**

Thursday, January 25

- Note-taking leaders: Group 4
- Prep for class:
 - “Spectacle,” pp xxii-xxiv
 - “Contemporary American Theatre” and “Regional Theatres”, pp xxxix-xl
 - *Fences*: Preface, “Setting” and “The Play”, pp 341-344

Week 4: *Fences*

Tuesday, January 30

- Note-taking leaders: Group 5
- Prep for class:
 - “Character,” pp xx-xxii
 - *Fences*, Act I, Scenes 1-3, pp 344-370

Thursday, February 1

- Note-taking leaders: Group 6
- Prep for class:
 - *Fences*, Act I, Scene 4 and Act 2, Scenes 1-4, pp 370-401

Week 5: *Fences*

Tuesday, February 6

- Note-taking leaders: Group 7
- Prep for class:
 - *Fences*, Act 2, Scene 5, pp 401-408
 - “Plot,” pp xviii-xx
 - “Tragedy,” pp xxvii-xxix

Thursday, February 8

- In class: **Midterm 1**

Friday, February 9

- Due: Mid-term ongoing engagement survey

Week 6: *Water by the Spoonful*

Tuesday, February 13

- Note-taking leaders: Group 1
- Prep for class: *WBTS* Preface and Scenes 1-3, pp 539-552

Thursday, February 15

- Note-taking leaders: Group 2
- Prep for class: *WBTS* Scenes 4-7, pp 552-577

Week 7: *Water by the Spoonful*

Tuesday, February 20

- Note-taking leaders: Group 3
- Prep for class: *WBTS* Scenes 8-15, pp 577-603

Thursday, February 22

- Note-taking leaders: Group 4
- Prep for class: Alvarez and Ortuzar, “Quara Hudes’s *Water by the Spoonful* and the Dramaturgy of Free Jazz,” in *Critical Perspectives On Contemporary Plays by Women*, pp 146-154 (8 pages)

Week 8: *Antigone*

Tuesday, February 27

- In class: **Midterm 2**

Thursday, February 29

- Note-taking leaders: Group 5
- Prep for class:
 - “Greek Theatre,” pp xxxi-xxxiii
 - *Antigone*, preface through chorus’s first song, pp 3-10

Friday, March 1 - Saturday, March 2

- Attend *Antigone* at University Theatre

Week 9: *Antigone*

Tuesday, March 5

- Note-taking leaders: Group 6
- Prep for class: *Antigone*, pp 10-45 (35 pages)

Thursday, March 7

- Note-taking leaders: Group 7
- Prep for class: “How Do You Write About Plays?” pp xl-lvii (22 pages)

Friday, March 8 - Sunday, March 10

- Attend *Antigone* at University Theatre

Week 10: Course conclusions

Tuesday, March 12

- In class: Take-home essay workshop

Thursday, March 14

- In class:
 - Final exam review
 - End-of-term ongoing engagement survey and student experience survey

Week 11: Exam week

Tuesday, March 19, 8:00 a.m.: **Final Exam (location TBA)**